

Utah CGP-Guidance Activities Resi s Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Central Middle School

District: Ogden City Schools

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data **	Results Data Changes in behavior, grades, attendance including achievement data, achievement rated data, and/.or skills/competency data **	Implications What does the data tell you? What can the student do with this now?
Ann Cornell, Head Counselor Angie Barley and Michiko Nakashima- Lizarazo, Counseling Interns	All Students	Materials: Student Success Plan work sheet. Daily ISS rolls	January 2005 to June 2005	150	Student data shows that les than half were affected just with the Student Success Plan. A combination of the success plan and a contract with the Dean of Students, Mr. Morris, was more successful.	Results were varied. The positive impact was face to face counseling sessions. Tutoring, schedule changes and continued counseling were positive results.	Students learned to think through their behavior choices.

Principal's Signature

Date

12 May 2005

Date of Staff Presentation

Ann Cornell, Head Counselor

Prepared by

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

ENTERED

Utah Comprehensive Guidance Program

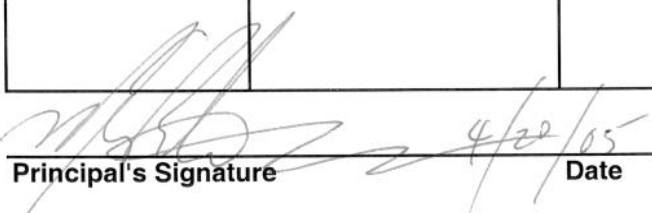
Intentional Guidance Action Plan ~~2003-2004~~ 2004-2005

Central Middle

Target Group Selection is Based upon the Following Criteria: All students

Data Driving This Goal: Meet AYP

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will stay in class without disruption	meet AYP	Counseling student with the 'student success plan' format after the student had been sent to In-school-suspension for class disruption	written student success plan	Daily assessment of ISS roll and disruption	January 2005 to Jun-05	100 students

 4/22/05 1/19/2005 4/19/2005 Ann Cornell, Head Counselor and Angie Barley, Counseling Intern
 Principal's Signature Date Date of Presentation Prepared By

Adapted from the ASCA National Model for School Counseling Programs

Utah CGP-Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Central Middle School

District: Ogden City Schools

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement rated data, and./or skills competency data**	Implications: What does the data tell you? What can the student do with this now?
Ann Cornell	Students who have an attendance rate lower than 90%	Weekly team meetings with administration, RSO, attendance secretary, Colors of Success, Weber State Advocates and counselors. Truancy letters, home visits, automated telephone service	9/2004 to 5/2005	107	There are 525 students at Central Middle School. 107 or 20% of students have truancy problems.	Truancy rate was at 30% last year (2004/2005) Intentional, aggressive and proactive action was taken this year resulting in a lower truancy rate.	Truancy rate effects AYP and student success


Principal's Signature

April 21, 2005
Date

April 21, 2005
Date of Staff Presentation

Ann Cornell, School Counselor
Prepared by

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

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Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Central Middle School

District: Ogden City Schools

Target Group: (whole school, entire class) whole school

Target Group selection is based upon the following data/information/school improvement goals: Truancy

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From Sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
90% attendance	AYP	Weekly attendance meetings with Administrators, attendance secretary, SRO, Colors of Success coordinator, Weber State students advocates.	--	Attendance rate	9/04 to 5/05	150


Principal's Signature

April 21, 2005
Date

September 2004
Date of Staff Presentation

Ann Cornell
Prepared by

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Highland Middle School District Ogden City

Target Group: (whole school, entire class)


Target Group selection is based upon the following data/information/school improvement goals: School improvement

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. ..."	Start/End Dates	Projected # of Students Impacted
Demonstrate respect by not engaging in sexual harassment or bullying.	Skills to interact with others	lecture Overhead role play	Overhead projector Auditorium	Prel Post test	November 2nd - 4th	750


Principal's Signature

4/15/05
Date

October 1, 2004
Date of Staff Presentation


Prepared By

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*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Resu. Report (Large Group) 2004-2005*

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School Highland Middle School

District Ogden City

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
MR Swanger Mrs. J.M Mr. Peters	ALL STUDENTS	Sexual Harrassment & Bullying Curriculum	November 2 through 4	Students affected 650 Students Sampled 200	Pretest Correct responses: 130 Incorrect responses 70 post Test Correct responses: 170 Incorrect Responses 30	Most significant response was in the reporting of sexual harrassment & bullying. 30% increase right after training.	Students feel much more comfortable about coming forward when they are being bullied or harassed. They are no longer afraid of reporting the incident

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Include actual numbers and attach data, examples and documentation

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Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005; may be submitted in other formats but include all information as required below.

School Highland Middle School

District Ogden City

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Mr. Swanger	Sixth grade Male students demonstrating an inability to function effectively within the school environment.	Sunburst Visual Media Child abuse prevention "Stop Violence Start Safety" Michigan Model for Comprehensive School health education	February 2005 - May 2007	10 students will participate in the group. If their behavior changes it could affect the entire grade.	Data will be gathered from Academic & citizenship records beginning time in May	N/A at this time	N/A at this time

Principal's Signature

Date

Date of Staff Presentation

Prepared By

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**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Highland Middle School District Ogden City Schools

Target Group: 10 students (male) in the sixth grade

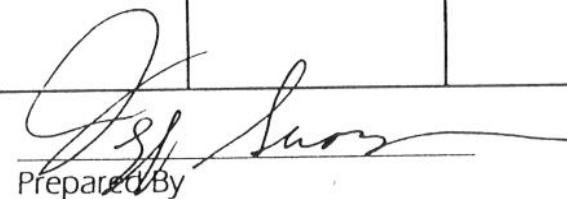
Target Group selection is based on the following data/information/school improvement goal: These 10 students have been suspended numerous times. Poor academics & Citizenship.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Demonstrate ability to function effectively in a classroom environment. Respectful Responsible etc.	Knowledge of the influence of positive self-concept. Skills to interact with others. Knowledge of the importance of growth & change	small group Social Skills	classroom Social Skills Curriculum	Academic & Citizenship achievement as per quarterly report cards	Feb 2005 - May 2007	10 students will participate 200 plus may be impacted


Principal's Signature

4/15/05
Date

Feb 1, 2005
Date of Staff Presentation


Prepared By

Utah CGP – Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 25, 2005

School: Mound Fort Middle School District: Ogden City

Target Group: (whole school, entire class) Students at Mound Fort that have poor attendance.

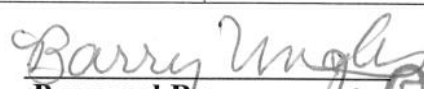
Target Group selection is based upon the Following data/information/school improvement goals: Students who drop below 90% attendance

Intended Student Behavior	Identify the Utah CGP student Outcome or the Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<p>To improve attendance to above 93%</p> <p>Reduction of academic success for risk students because of poor attendance.</p> <p>Create a positive relationship between school staff, students and their parents for those students with truancy concerns.</p>	<p>Use decision problem solving to foster regular attendance patterns.</p> <p>Provide a forum for addressing poor attendance concerns.</p> <p>Create a team approach to resolving the truancy problem.</p>	<p>Initially send three letters to parents when students drop below between 80% to 90% attendance</p> <p>Provide a truancy mediation appointment that is a forum that provides an avenue to discuss concerns that school has for poor attendance.</p>	<p>Attendance clerk to monitor attendance.</p> <p>Principals and counselor will encourage at least 93% attendance for all students.</p> <p>Outside volunteer will conduct Truancy Mediation appointments.</p>	<p>Attendance office will monitor all students who drop below 93% attendance.</p>	<p>8/23/04-6/2/05</p>	<p>All students due to consistent attendance policy that is required for each student</p>


Principal's Signature

5/16/05
Date

2/16/05
Date of Staff Presentation


Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP-Guidance Activities Res^{ult} Report (Large Group) 2004-2005*

Due to USOE June 15, 2005 may be submitted in other formats but include all information as required below.

School: Mound Fort Middle School District: Ogden City

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and Post test competency attainment or student data**	Results Data changes in behavior grades, attendance including achievement data, achievement related data and/or skills/competency data**	Implications (what does the data tell you? What can the student do with this now?
Barry Ungles	Students who drops below 93% attendance.	Attendance reports to determine target group. Progress reports to demonstrate how poor attendance directly effects achievement	8/23/04 – 6/2/05	61 students with 40 students attending Truancy Mediation this year and 21 students who were being tracked after attending Truancy Mediation from the two previous years.	Out of 61 students being tracked after Mediation only 14 were referred to court.	A significant number of students improved their attendance after participating in the Truancy Mediation program.	By participating in Truancy Mediation, student attendance will improve and with the improved attendance, positive achievement will result.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Mound Fort Middle School District: Ogden City

Target Group: Low Achieving 6th grade Students

Target Group Selection is based upon the Following data/information/school improvement goals: Test scores in Math and Reading.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. :From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
For students to learn study skills that will enhance their ability to achieve in all their classes.	Use study skill lessons that focus on: Organization, Time management, Active listening, Note taking and Test taking.	Taught a study skills class to 20 6 th grade students for the entire year. These students were identified by test scores, with low scores in Math and Reading.	Video tape with hand outs provided by the Sun Burst Study Skills Workshop Program. Staff assistant and a Weber State University tutor.	Achievement by students using Progress Reports and Report Cards	8/23/04-6/2/05	20 students enrolled in the year long class.

[Signature]
Principal's Signature

5/18/05
Date

2/16/05
Date of Staff Presentation

Barry Ingles
Prepared By

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Utah CGP -Closing the Gap Result Report (Small Group) 2004-2005*

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School: Mound Fort Middle School

District: Ogden City

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data Pre and Post test competency attainment or student data**	Results Data changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications what does the data tell you? What can the student do with this now?
Barry Ungles	6 th grade students who were determine to need assistance through test scores in Math and Reading.	Video tape with handouts provided by the Sunburst Study Skills workshop program. Progress reports. Report Cards.	8/23/04- 6/2/05	20 sixth grade students	60% of the students improved from 1 st quarter grades to 3 rd quarter grades	Four students earned at least 3.0 GPA during 1 st quarter. During the 3 rd quarter seven students earned a 3.0 GPA, or higher. 17 of the 20 students earned at least a 2.0 overall on GPA for the first three quarters and two of the three students who were below 2.0, earned a GPA above 2.0 during the third quarter	When students learn good study skills and apply them throughout the year they can improve their achievement.

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

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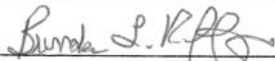
**include actual numbers supporting conclusion
And attach data, examples and documentation

Utah CGP-Guidance Activities Resu Report (Large Group) 2004-2005*

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School Mount Ogden Middle School District Ogden City School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Sharman Tueller	Social Skills Class	Curriculum developed by S. Tueller, and Aggression Replacement Training, and "How Rude" book.	1 Sep 2005- 2 Jun 2005	15	Pre-test given. Post-test not yet given due to still having a couple of weeks left in the school year.	60% of participants mproved in academic achievement.. 70% improved in behavior referrals Little or no change in attendance.	Program can make a difference in a larger group setting, but is more impactful in a smaller group setting.
Dorian Stoker	Entire School	"Echoes in the Hallway" sexual harassment curriculum "Bully B'Ware" curriculum	15 Oct 2004- 24 Nov 2004	900	Anecdotal information indicates significant reduction in SH complaints. Survey information indicates perception of significant bullying in the school	Pre/Post assessment showed 50?% Improvement in students' understanding of SH. 20% reduction in bullying referrals schoolwide.	Intentional training of students about these issues improves school climate.


Principal's Signature

Date

20 MAY 2005
Date of Staff Presentation


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Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Mount Ogden Middle School District Ogden City School District

Target Group: (whole school, entire class) Entire School

Target Group selection is based upon the following data/information/school improvement goals: _____

2003-2004 Comprehensive Guidance Needs Assessment

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner"	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From Sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Reduction in complaints and referrals regarding Sexual Harassment	PS:A2 Demonstrate interpersonal skills	6 th Grade Social Studies Classes 7 th Grade Reading and Literature Classes 8 th Grade History Classes Social Skills Class	"Echoes in the Hallway" from GardenHall Productions (Video and Lessons) Curriculum developed by S. Tueller	Pre Tests and Post Tests with all participants	15 October 2004 - 24 November 2004	900
Reduction in complaints and referrals regarding bullying	PS:A2 Demonstrate interpersonal skills	Social Studies 6 Reading/Lit 7 and US History 8 Classes Social Skills Class	"Bully B'Ware" from Bully B'Ware Productions (Video and Lessons) Curriculum developed by S. Tueller	Survey conducted with all participants	15 October 2004 - 24 November 2004	900

Sandra L. Ruff
Principal's Signature

12/10/04
Date

10 DECEMBER
Date of Staff Presentation

Deanna Stetson
Prepared by

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Utah CGP-Closing the Gap Result Report (Small Group) 2004-2005*

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School Mount Ogden Middle School District Ogden City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Dorian Stoker	Administrative Referrals	Why Try?	1 Sep 2004- 2 Jun 2005	6	100 of students participating reported greater sense of self-control and self-direction	30% reduction in behavior referrals for participants. Little change in attendance or academics	Program helps students make better choices. Greater emphasis on carrying the program out will result in greater success in all areas.
Sharman Tueller	Administrative Referrals	1. Aggression Replacement Training (moral reasoning, skillstreaming, anger management. 2. In-house developed curriculum	1 Sep 2004- 2 Jun 2005	15	Pre-test given. Post-test not yet given due to still having a couple of weeks left in the school year.	60% of participants mproved in academic achievement.. 70% improved in behavior referrals Little or no change in attendance.	Program can make a difference with a lower teacher/student ratio, tailored to individual student needs.

Sharman Tueller
Principal's Signature

Date

20 MAY 2005
Date of Staff Presentation

Dorian Stoker
Prepared by

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Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Mount Ogden Middle School District Ogden City School District

Target Group: (whole school, entire class) Students referred by administration

Target Group selection is based upon the following data/information/school improvement goals: _____

Achievement, Behavior, and Attendance Information from Staff Members and from SIS records

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From Sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Reduction in number and severity of behavior, attendance, and academic referrals of selected students	AL:A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Why Try?" Program	Why Try?" curriculum	Analysis of participants' referrals for behavior, attendance, and academics	1 Sep 2004 – 3 June 2005	20
Reduction in number and severity of behavior, attendance, and academic referrals of selected students	AL:A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Social Skills class	Curriculum developed in house by Sharman Tueller	Analysis of participants' referrals for behavior, attendance, and academics	1 Sep 2004- 3 June 2004	20

Shirley L. Ruff
Principal's Signature

12/10/04
Date

10 DECEMBER
Date of Staff Presentation

Deanna Ruff
Prepared by

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